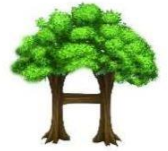


## Healdswood Writing – Learning progression



Key Area	Nursery	Reception	Year 1	Year 2	Year 3
Handwriting and Presentation		<p>To know that I can hold a pencil effectively to write, usually a tripod grip.</p> <p>To know how to write recognisable letters.</p> <p>To know how to form lower case letters correctly, starting and ending in the correct place.</p> <p>To know how to form capital letters.</p>	<p>To know how to hold a pencil effectively for writing.</p> <p>To know how to form digits 0-9.</p> <p>To know which letters belong to which handwriting families and how to write these consistently.</p> <p>To know how to sit letters on a line.</p> <p>To know how to write letters with ascenders and descenders correctly in relation to the line.</p>	<p>To know how to use horizontal and diagonal strokes to join letters.</p> <p>To know how to form lower case letters so that they are the correct size relative to one another.</p> <p>To know how to form capital letters so that they are the correct size in relation to lower case letters.</p>	<p>To know which letters are better left unjoined when next to each other.</p>

Grammar, vocabulary and punctuation	<p>To know how to use a wider range of vocabulary.</p> <p>To know how to use longer sentences of 4 to 6 words.</p>	<p>To know that my name begins with a capital letter.</p> <p>To know that the personal pronoun 'I' is a capital letter.</p> <p>To know how to use a capital letter at the beginning of a sentence and a full stop at the end.</p> <p>To know how to use finger spaces.</p>	<p>To know how to use finger spaces of an appropriate size.</p> <p>To know that a name, place, days of the week and the personal pronoun 'I' all begin with a capital letter.</p> <p>To know how to punctuate a sentence using a capital letter, full stop, question mark or exclamation mark.</p> <p>To know how to use adjectives to describe.</p> <p>To know how to use time adverbials.</p>	<p>To know that there are varying sentence types such as a statement, question, exclamation and command.</p> <p>To know how to use verbs to indicate time, including in the continuous form.</p> <p>To know how to use coordination and subordination (when, if, that, because, or, and, but).</p> <p>To know how to punctuate using full stops, capital letters, question marks, commas for lists, and apostrophes for contracted forms.</p> <p>To know how to expand noun phrases to describe and specify.</p> <p>To know how to use some features of written Standard English.</p> <p>To know how to use story language, adverbials of time and technical vocabulary in non-fiction texts.</p>	<p>To know how to use simple sentence structures consistently applying adverbs and adjectives accurately.</p> <p>To know how to use and punctuate direct speech.</p> <p>To know and use the grammatical difference between plural and possessive 's'.</p> <p>To know and use all direct speech punctuation correctly.</p> <p>To know how to use commas after fronted adverbials. To know how to use a colon to introduce a list.</p>
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Planning, composition and editing.	<p>To know how to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>To know how to use a wider range of vocabulary.</p> <p>To know how to use longer sentences of 4 to 6 words.</p>	<p>To know how to invent, adapt and recount narratives and stories with their peers and teacher.</p> <p>To know how to retell a well-known story.</p> <p>To know how to say out loud what they are going to write about.</p> <p>To know how to re-read their sentences to ensure they make sense.</p> <p>To know that a story has a beginning, middle and end.</p> <p>To know how to write a label, caption and simple sentence.</p>	<p>To know how to orally compose a sentence before writing it.</p> <p>To know how to sequence sentences to form a short narrative.</p> <p>To know how to re-read their writing to make sure they make sense and begin to make changes independently.</p> <p>To know how to discuss what I have written with my teacher and peers.</p> <p>To know how to read my writing out loud, clear enough for others to hear.</p>	<p>To know how to read aloud what they have written using the correct intonation.</p> <p>To know how to write narratives about personal experiences and those of others (real and fictional).</p> <p>To know how to write about real events.</p> <p>To know how to write simple poetry.</p> <p>To know how to plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To know how to encapsulate what they want to say, sentence by sentence.</p> <p>To know how to make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To know how to reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To know how to proof read to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly.</p>	<p>To know how to organise paragraphs around a theme.</p> <p>To know how to work with a partner or in a group to plan a piece of writing.</p> <p>To know and use the features of non-narrative material eg using headings and sub-headings.</p>
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